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IDENTIFIERS *Individually Guided Education

ABSTRACT

Announcement is made of the availability of materials for the use of all education personnel involved in assisting schools in implementing Individually Guided Education (IGE) programs. Described are: the implementor's manual, the basic tool for the program; the required text, INDIVIDUALLY GUIDED ELEMENTARY EDUCATION; 11 different simulations titled "Franklin Elementary School Simulations"; the "IGE Performance Objectives Resource File"; the "IGE Performance Objectives" brochure; the "IGE School Kit" (filmstrips, cassettes, and overheads with instruction manual); and the "Directory of IGE Implementors and Coordinators." The distributor's name and address and the approximate costs of each component are included in this announcement. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Title: INDIVIDUALLY GUIDED EDUCATION (IGE)

Publication Date(s): 1976-1977

Intended Users: State education personnel, intermediate education personnel, teacher education personnel and all persons who are involved in assisting schools in implementing individually guided education programs

Grade Level(s): Elementary; adaptable to middle school

Number: Individual or group

Primary Focus: The component focuses specifically upon the role and responsibilities of those who implement IGE programs.

School subject(s) and/or inservice topic(s) covered:

The inservice topics addressed by the developers of these components center on individually guided education, an alternative form of schooling. Five phases of implementation are defined: awareness, commitment, changeover and refinement/renewal.

What participant does in using the materials:

Implementation of the five IGE phases requires a network of agencies. These are identified in the Implementor's Manual as: the State IGE Coordinating Council (SICC), the Regional IGE Coordinating Council (RICC), the IGE implementor, and the local education agency (LEA). Each phase has related general objectives, specific performance objectives, time allotment, target audience and a designated administrator or presenter.

Resources: The Implementor's Manual is the basic tool with which IGE implementors and coordinators conduct training programs. It delineates all necessary and suggested resources and materials needed for each phase. Prominent among these are the text, Individually Guided Elementary Education; 11 different simulations titled, Franklin Elementary School Simulations; the IGE Performance Objectives Resource File; "IGE Performance Objectives" brochure; and the IGE School Kit (filmstrips, cassettes and overheads with instruction manual). Also available is a Directory of IGE Implementors and Coordinators.

Describer critique: These materials represent a highly structured, intensive effort to totally initiate interested users in conceptualizing, planning and carrying out individually guided education. Collectively, they are the results of long-term educational research and development and they reflect the expertise of many individuals. A review of these materials would be an excellent way for those who are interested in individually guided education to become familiar with its philosophy and program.

1.0 PURPOSES:

Rationale

The Wisconsin Research and Development Center for Cognitive Learning defines its central theme as "improving education for children through long-term, mission-focused research and development activities." The efforts of these researchers have "... led to the creation of a new form of elementary schooling called individually guided education (IGE)." These materials, then, represent the developers' intention to provide in-depth, comprehensive information on the theory of IGE and its practices, in the hope of encouraging educators to investigate this new, alternative form of schooling.

Goals

While the immediate purpose of these materials is to provide a format for preparing and implementing IGE programs, the goal or "mission" of the developers is, in the words of the developers, to:

- "1. produce high student achievement in terms of understanding, skills, and action patterns related to the various curricular areas;
2. improve students' abilities that underlie those achievements; and
3. contribute to the healthy personal, social, moral, and civic development of each student."

These purposes, all directed to helping "learners develop as rapidly and effectively as possible their potential as human beings and as contributing members of society," are the essence of IGE.

Objectives

The Implementor's Manual delineates the roles and responsibilities of the agencies involved in implementing IGE programs, prescribing performance objectives for each. Also, "the objective for each implementation stage is further delineated ... along with an in-depth discussion of the implementor's objectives."

Phase objectives are listed in chart form in the overview section of the book, and again in detail in sections related to each phase. These, and a booklet titled "Performance Objectives for Individually Guided Education" include: "State IGE Coordinating Council's Objectives," "Regional IGE Coordinating Council's Objectives," "Implementor's Objectives," and "Local Education Agency's Objectives."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The Wisconsin Research and Development Center for Cognitive Learning has developed an extensive list of materials on individually guided education. Some of these items are intended for users who are familiar with IGE and some are for use by an experienced trainer who is conducting an inservice program. The following are components mentioned in the IGE Implementor's Manual.

- Individually Guided Education Implementor's Manual (loose-leaf, color-coded notebook: 300 pp.)
- Individually Guided Elementary Education: Concepts and Practices, edited by Klausmeier, Rossmiller and Saily (text: 376 pp.)
- IGE School Kit (set of five filmstrips, five cassette tapes, 14 transparencies with accompanying guide)
- Franklin Elementary School Simulations (11 soft-cover booklets; titles below)
 - "Establishing IIC Operational Guidelines and Procedures" (37 pp.)
 - "Grouping Students for Learning" (57 pp.)
 - "Improving Instructional Practices" (43 pp.)
 - "Managing Unit Time" (50 pp.)
 - "Establishing a Reporting Policy" (50 pp.)
 - "Establishing a Procedure for Allocating Money for Requisitioning Materials" (54 pp.)
 - "Establishing a School Philosophy" (87 pp.)
 - "Establishing an SPC" (45 pp.)
 - "Establishing Decision-Making Guidelines for the IIC" (45 pp.)
 - "Using Performance Objectives in Implementing IGE" (47 pp.)
 - "Organizing a Multiunit School" (61 pp.)
- IGE Performance Objectives Resource File
- "IGE Performance Objectives" brochure
- Directory of IGE Implementors and Coordinators (98 pp.)

Sequence

Detailed program schedules are provided in the Implementor's Manual.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The program design suggested in the Implementor's Manual involves administration by four separate, but interrelated, groups. These have roles and responsibilities related to specific performance objectives involving five implementation "Phases": 1) Awareness, 2) Commitment, 3) Changeover, 4&5) Refinement/Renewal.

The program proceeds in this sequence, through the phases, with activities and objectives related to each. During each phase participants are exposed to a variety of learning materials and activities designed to help them reach the particular objectives for that phase.

3.2 Help given in use of product:

The Implementor's Manual provides a design for a training program which is to be given by an experienced IGE implementor. The Directory of IGE Implementors and Coordinators 1977-78 is, in the words of the developer, "intended to recognize individuals working as IGE implementors and coordinators and to identify them for staff of existing and prospective IGE schools and others who wish to seek help in implementing and refining IGE.

While most of the items described here are meant to be used as part of the IGE program outlined in the Implementor's Manual, some may be used independently, by persons already involved in IGE.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

IGE implementors have specific performance-related objectives, which are carefully outlined at each stage of the program. These may serve as standards by which implementors may judge their own effectiveness. Participants do not undergo evaluation per se; concept-related tests are provided in the Appendices, and are used at different points in the workshop. The program implementor is responsible for determining evaluation instruments.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The program implementor is responsible for all logistical/organizational arrangements needed for the program. S/he must determine the target population and size of the audience, secure appropriate facilities, decide program content and scheduling, and provide for all human resources and equipment needs. Throughout the Implementor's Manual, prototypic agendas are inserted, suggesting program sequences for different audiences and time frames. In addition to the components mentioned in the Content section of this description (2.0), several films, filmstrips, texts, etc. are part of the implementor's program. These must be acquired by the facilitator.

5.2 Distributor name/address:

CCL Document Service
R&D Center, Room 796
1025 West Johnson Street
Madison, Wisconsin 53706

(608) 263-4200

5.3 Components/ approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INDIVIDUALLY GUIDED EDUCATION				
IGE Implementor's Manual	\$40	no	*	yes
Franklin Elementary School				
Simulation Series (set of 11)	\$3 each/\$20 set**	no		yes
Performance Objectives for				
Implementing IGE (brochure)	\$1.50	no		yes
Performance Objectives				
Resource File	\$45	no		yes
IGE Audiovisual Package	\$75 total	no		yes
(School Kit): 5 filmstrips	(filmstrips & cassettes			
5 audiocassettes, 14 transparencies	\$5 each; transparency set: \$25)			
Individually Guided Elementary				
Education	\$14.95	no		yes

* Users may determine the number of copies for each of the components (according to the size, needs and interests of the participants.)

**\$2.00 per copy if ordering 20 or more.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

These materials have been developed by the Wisconsin Research and Development Center for Cognitive Learning. The work of the R&D Center is, in the words of the developer, "organized around one unifying theme, Individually Guided Education." The materials here described represent the collective study of the many persons involved in the center. The Implementor's Manual is credited to the Implementation/Staff Development Project with Marvin J. Fruth as Faculty Associate. (The second edition was revised and updated by James J. Heffernan, Dennis F. Mancusi and William H. Klenke.)

6.2 How developed and when:

According to the developers, the Wisconsin R&D Center is "supported with funds from the National Institute of Education; the Bureau of Education for the Handicapped, U.S. Office of Education; and the University of Wisconsin." The long-term research and development activities of those working through the center have led to the creation of manuals, texts, workbooks, programs and media pieces on IGE. As these processes are ongoing, relating one constant theme (IGE), the materials are continually evaluated and revised.

6.3 Evidence of effectiveness with users:

The program developers provided no results of field testing conducted on the products. According to the developers, IGE has itself "been researched, developed, implemented, and evaluated in hundreds of schools during the past decade."

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The systematic approach of the program's learning design ensures that both implementors and participants will have ample opportunity to achieve their respective performance objectives. The program, with its heavy requirement on organization and resources, is not adaptable to a variety of learning settings, although alternative agendas and designs are frequently offered. The Implementor's Manual is highly structured, provides charts, lists, graphs, checklists, a well-written, well-organized text. The other components are of equally high technical quality.

Content accuracy/social fairness/community acceptance issues:

The amount of expertise which has been contributed to these materials by individuals in a wide range of fields and disciplines testifies to the accuracy and integrity of the content. Community acceptance problems should occur only where IGE itself is at issue.

Overall summary/comment:

The Preface to the text, Individually Guided Elementary Education, makes the rather forceful claim that it "is the only authoritative, comprehensive overview of this important new system of schooling." A review of the text, and other materials developed by the R&D Center, reveals that this statement is probably not too strong. The materials are indeed authoritative, comprehensive, and impressive. They are an everything-you-need-to-know kind of materials on Individually Guided Education, and provide the users with hands-on knowledge of how to set IGE into motion. While the program represents no small undertaking for implementors and users, it does appear to be a "must" for those who are interested in adopting IGE as an alternative method of schooling.

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